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ABSTRACT

This evaluative report focuses on the University of Massachusetts at Amherst's field-based doctoral program, which was designed to educate potential and current community college personnel. First, introductory material describes the community college system in Massachusetts, explains the impetus for the creation of the doctoral program, discusses the contributions of various scholars, legislators, and educators in the development of the program, and lists National Advisory Board Members. After describing how entering classes are selected and formed, the next section lists the courses, speakers, and activities associated with each of the 3 years of the program. Next, results of a survey of 107 former and current program students are presented, highlighting students' characteristics; objectives; perceptions of the impact the program had on their educational and professional lives; and recommendations for changes. A listing of program graduates and their dissertation topics is followed by a summary of program outcomes. Information on current students and faculty and the survey instrument are included. (LAL)

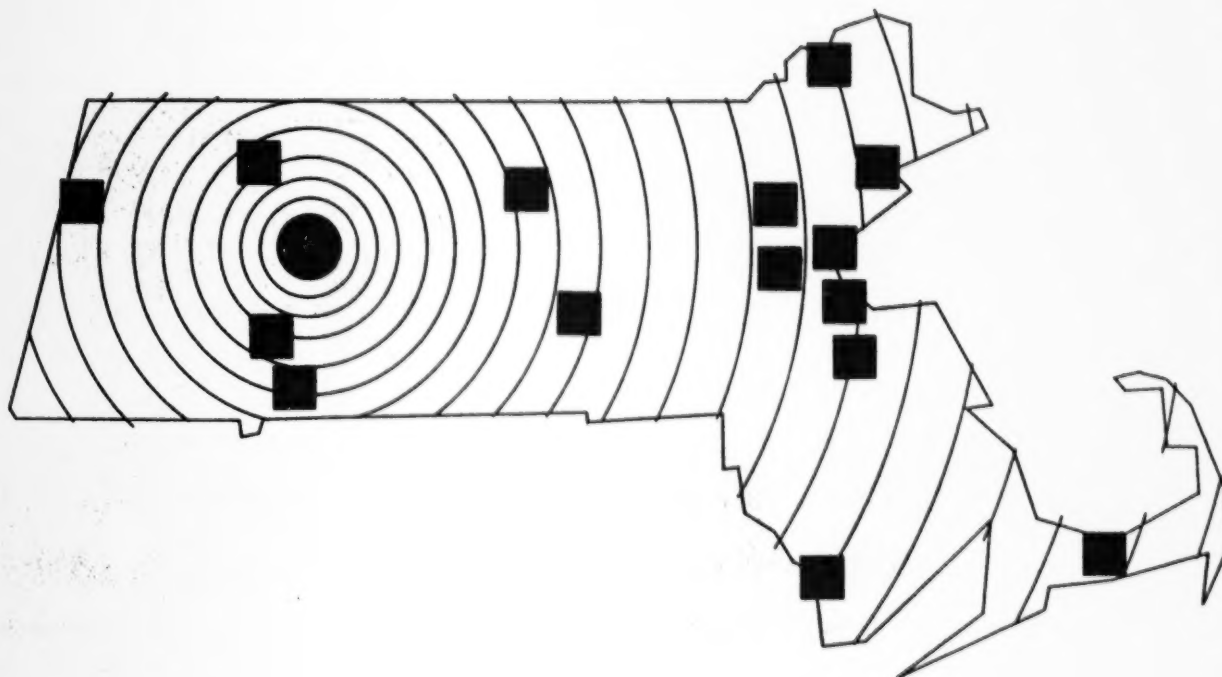
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Field-Based Doctoral Program For Community College Personnel

The First Five Years

School of Education, University of Massachusetts at Amherst and the
Massachusetts Community Colleges



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Field-Based Doctoral Program For Community College Personnel

Charlotte Rahaim, Director

School of Education
University of Massachusetts at Amherst
and the
Massachusetts Community Colleges
Working together for staff development through graduate education

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Foreword

This "five-year" report has two purposes. First, it is intended as a *self-evaluation*, a measure of the program's strengths and needs, and of the program's impact upon its students.

As with any self-evaluation, the work includes a subjective element, based on day-to-day experience. We feel that we *have* had a substantial impact on our students, and that there is much that we have done that is creative, innovative, and effective. We are proud of these achievements and wish to share our work with the public, especially our students and colleagues at the University of Massachusetts, in the community, the state college system, and elsewhere. Thus, the second purpose of the report is to combine an honest and critical look at our program's problems and possibilities with a view of our major successes.

The best evidence of any program's success is the achievement and attitude of its students. As of June 1, 1983, after only five years of the program's existence, we have 19 graduates. An additional 14 students are completing dissertations or dissertation proposals. Another seven have completed comprehensive examinations, while six have completed the program with a C.A.G.S. (Certificate of Advanced Graduate Study). Presently 75 others are at the coursework level; only 12 students have officially withdrawn from the Program.

This report gives the story behind these positive statistics, together with summarized results of a survey of approximately 100 present and former students in the Program.

Introduction

When I returned to Massachusetts, following a stay in New York City as a Kellogg Fellow in Community College Administration at Columbia University, I found many factors in the development of community colleges to be unique to this state, and which in fact contrasted strongly with such programs in other states. Based on my knowledge of community colleges nationally, I made the following observations:

a. The introduction of a community college system started relatively late in Massachusetts. Berkshire, the first community college, opened in Pittsfield in 1960. (The first such college in the nation was established at Joliet, Illinois in 1906, and by 1960, community colleges had been established in most other industrial states.)

b. Massachusetts' strong tradition of private, independent colleges "set the tone" for education in the state, influencing public opinion and legislative priorities. Such powerful institutions include Harvard, M.I.T., Amherst, Smith, and Tufts, to name but a few.

c. By 1960, most of the country's community colleges had moved into a second phase: an emerging emphasis on vocational or career education, following a first phase emphasizing transfer to liberal arts colleges. However, Massachusetts community colleges in the 1960s and 1970s were still primarily focused on liberal arts transfer (75% of students). SAT scores were required for admission and a GED was the minimum achievement allowed. The "open door" policy only partially exists in 1983.

d. While community colleges proudly and justifiably reported the success of their graduates who had transferred to four-year colleges, little was made of the success of vocational students in their chosen areas of employment.

e. The community colleges were viewed as a "fallback" option following an unsuccessful attempt by a student to gain admission to a four-year institution. In other states, they were more widely recognized to be serving specific needs and populations not served by other institutions. (In 1983, there still is not a strong emphasis on community service education or developmental education at most Massachusetts community colleges.)

I returned to Massachusetts with a very strong personal commitment to community colleges. In my view, the community college was a uniquely American form of education. In keeping with our democratic traditions, it was the only egalitarian sector of higher education providing access to a population that was previously excluded. This commitment and these views have only grown deeper with time.

At the inception of this doctoral program there were very few graduate schools training personnel for community colleges. Many community colleges were hiring former four-year college and secondary school faculty, or administrators who came to their new jobs teaching and administering as they had in their previous positions. New forms of teaching and administering, necessary for these institutions to flourish, were slow to evolve. In my view, it was the responsibility of the major land grant state university, namely the University of Massachusetts at Amherst, to develop a program to specifically educate potential personnel for community colleges, as well as to educate community college personnel on an "in-service" basis. To that end, I embarked upon the creation of the Field-based Doctoral Program for Community College Personnel, as it is now known.

To this end, I invited a group of scholars, recognized nationally for their research into community colleges, to serve on a National Advisory Board which would: a) develop curriculum for a graduate program, and b) determine problems being faced by older community colleges in other states, in hopes of anticipating and preventing such problems in Massachusetts.

I met and corresponded with the Advisory Board members individually, and met with them collectively at national conventions of the American Association of Community and Junior Colleges. Concurrently, I met with Bill Dwyer, President of the Massachusetts Board of Regional Community Colleges, to determine particular issues that such a program would need to address. I also met with the president of each community college to assess their needs.

With this national and local input, I developed the program's curriculum, with

When I first became the president here, there were 30% direct career-related programs and 70% transfer programs. Within four years, that had changed dramatically: 70% direct career programs and 30% transfer programs. And I think part of that is due directly to my involvement in this doctorate program. I think, as well, of issues that we've addressed in terms of attrition at the Holyoke Community College. . . . Issues that we've addressed toward admissions are a direct result of involvement in the doctorate program, or ideas that I got in courses in the program there. I've applied them directly to the work experience here at Holyoke Community College, as well as to the programs that we've had in applying for and obtaining federal grants.

David Bartley, President,
Holyoke Community College

Going to meetings, talking with other presidents, I was relatively sure of the management side of community colleges. But the theoretical basis of what they were all about came directly from the program, and from the statewide and national experts that we were exposed to because of the program.

David Bartley, President,
Holyoke Community College

extraordinary curricular contributions from Dr. LeBlanc. Of course, the program's content was also subject to the internal processes of the School of Education, involving approval by the Educational Policy, Research and Administration Division, the Academic Matters committee, and the Teacher Education Council — no mean task! I also set about forming a School of Education Advisory Board, composed of Profs. Earl Seidman and Jack Wideman. I worked with these two men to develop the second-year courses to be made available to students, depending on their needs. Because the faculty in the Human Services Division were so over-burdened, it was agreed that spaces in on-campus courses would be reserved for off-campus students interested in counseling, and that some faculty in that division would reserve time to serve on our student's doctoral committees.

With all input considered, and all approval received, I then selected four community colleges, diverse in relative size and geographic location (urban, rural), to furnish the pilot class. The original class was composed of 42 faculty, administrators, and counselors from these institutions.

Many of the original Advisory Board members presented "guest lectures" to the class at their own expense. This was a tremendous contribution to the program, and a real display of commitment to its aims. Their participation was ongoing in that they reviewed and evaluated projects developed by students, again at their own time and expense.

In addition to the involvement of these national scholars, many local legislators and educators with community college expertise presented lectures to and participated in our classes.

In the process, we have developed an archive of community college reference materials, including a 1½-hour videotape entitled "The Early Years of the Community College," featuring interviews with almost all the founders of the Massachusetts community college system. Tapes of the budget process prior to the establishment of the Board of Regents; interviews with Harold Shively, President of Bunker Hill Community College; John Buckley, President of the Massachusetts Board of Regional Community Colleges; John Fin-

negan, Secretary of Administration and Finance for the Commonwealth of Massachusetts, are also available. Also included are videotapes about the histories of Massachusetts Bay Community College, Bristol Community College, Cape Cod Community College, Greenfield Community College, and Springfield Technical Community College. Histories in print are also available for Middlesex Community College, Massasoit Community College, and Bunker Hill Community College.

Charlotte Rahaim, Director

National Advisory Board Members

The members of the program's National Advisory Board, chosen for their leadership and expertise in various aspects of community college education and statewide systems, are listed below by position at the time of inception of their service on the Board.

Joseph Fordyce

Consultant for Community College Affairs, College Entrance Examination Board, New York City

Clifford LeBlanc

Director, Special Programs, Santa Fe Community College, Gainesville, Florida

Jane Matson

Consultant, Community and Junior College Programs, Educational Testing Service, Professor of Education (on leave), California State University, Los Angeles

Leland Medsker

Center for Research and Development in Higher Education, University of California at Berkeley

Terry O'Banion

Director, League for Innovation in Community Colleges, Westwood, California

Harold Shively

President, Bunker Hill Community College, Charlestown, Massachusetts

Herbert Sussman

President, San Francisco District Community Colleges, former President, New York City Community College

James Wattenbarger

Director, Institute of Higher Education, University of Florida, Gainesville

Structure and Content

Formation of an Entering Class

The first step in the formation of an entering class is Dir. Rahaim's selection of a "cluster" of community colleges in a particular region of the state to be served. Dir. Rahaim then visits the selected colleges in order to explain the program to interested students. Applications are accepted only from faculty, administrators, and counselors in the selected colleges.

The applications are reviewed by an admissions committee composed of faculty throughout the School of Education, and chaired by Dir. Rahaim, G. Ernest Anderson, Grace Craig, and Harvey Scribner are among faculty who have served on this committee. In addition to considering grades, earned master's degrees, and recommendations in its decisions, the committee considers whether the applicant has a long-term commitment to community colleges and the population they serve.

Crucial to the educational philosophy and practice of the program is the creation of a "core group" of doctoral students within each college who will support each other throughout the doctoral process, who will work together on certain projects as a team, and who will, in the long run, work together for positive change in the institution.

The First Year

The first year consists of a series of four courses (two in the fall semester, two in the spring) which are required of all students. These courses deal with issues of common concern to all community college personnel. The courses are generally held at each of the community colleges in the entering "cluster," in rotation.

Dir. Rahaim is the principal instructor for each of the courses. Under her guidance, the four-year sequence becomes an "integrated" program. Students have an opportunity to build a strong team sense. Furthermore, due to the individual attention and overview provided, students are reassured that they will not be allowed to "fall through the cracks" simply because they are off-campus.

While the director is responsible for the content of each course, she is by no means the only instructor. Prominent experts in community college innovation, computer-assisted instruction, learning styles,

evaluation and testing, collective bargaining, higher education legislation and reorganization, and other fields, play an important role as lecturers and discussion leaders.

The teaching methods employed in the first-year sequence go beyond traditional lecture/discussion formats to include teamwork by students on specific creative projects (developing a history of one's own institution, or a plan to re-organize higher education in Massachusetts), as well as field trips to view "state-of-the-art" technology or innovative instructional programs.

During the first year, students are expected to develop their complete program of study and form a guidance committee of three School of Education faculty, as outlined in the School's Doctoral Form #2.

First-Year Courses

Educ P748 (fall) - The Two-Year Collegiate Institution in America

Educ P777 (fall) - Student Characteristics and the Student Development Function

Educ P549 (spring) - Alternative Structures in Higher Education

Educ P615 (spring) - Workshop in Education: Critical Issues in Community Colleges*

*The theme of the "Workshop in Education" course varies from year to year. Past topics have included "Staff Selection and Development" and "Budget and Financial Planning." The topic reflects the specific needs of that group.

First-Year Speakers

Local presenters

Harold Shively, President, Bunker Hill Community College

Elizabeth Tenore, Director, Learning Center, Bunker Hill Community College

David Bartley, President, Holyoke Community College

Kathi German, Assistant Dean, North Shore Community College

Anita Kaplan, Skills Center, North Shore Community College

F. Thomas Clark, Vice President for Educational Services, Rockland Community College, Suffern, NY (formerly of the UMass School of Education)

It gave me, certainly, a better understanding about this particular community college system here in Massachusetts — and community colleges in general, because we had speakers from other areas of the country. And I think through that, it gave me a little more insight as to exactly what our mission was, that we weren't a fancy two-year school, a liberal arts college interested in seeing how many students we could transfer.

Gary Lamoureux, Director of Student Activities,
Berkshire Community College

We have now started, in the last three years — and I'm sure almost directly because of my involvement in the program — a staff development series for the 13 to 15 student service professionals on campus. And one of the goals in the five-year plan that they want to occur within the next couple of years is to extend that staff development to other professionals. And again, I'm sure that's directly related to my involvement in the program. That's why I've been asked to head it up.

Gary Lamaureaux, Director of Student Activities,
Berkshire Community College

National presenters

James Wattenbarger, Director, Institute of Higher Education, University of Florida, Gainesville

Herb Sussman, President, San Francisco District Community Colleges, California

Joseph Fordyce, Consultant for Community College Affairs, College Entrance Examination Board, New York City

Jane Matson, Professor of Education, California State University, Los Angeles

Terry O'Banion, Director, League for Innovation in Community Colleges, Westwood, California

Cynthia Johnson, Director, Student Development/Counseling/Placement Center, California State College at Irvine

Max Raines, Director, Student Development, Michigan State University

Don Creamer, Professor of Education, Virginia Polytechnic Institute

F. Thomas Clark, Vice President of Instruction/Community Service, Rockland Community College, Buffalo, New York

School of Education Speakers

Professors Al Alschuler, Bailey Jackson, G. Ernest Anderson, David Schuman, William Kornegay, Peter Wagschal

University-wide Speakers

Professor Harvey Friedman, Labor Relations and Research Center; Sally Freeman, Student Development and Counseling Center

The Second Year

During the second year students are able to pursue a variety of course options which reflect their individual needs and interests. These options generally fall into three categories.

1) Courses offered off campus at one of the community colleges in the cluster belonging to students in the second year of the program. These courses are taught by regular and adjunct graduate faculty of the University of Massachusetts, largely but not exclusively from the School of Education.

2) Individualized Study Contracts with graduate faculty of the University, and

3) On-campus courses.

In order to serve this population better, faculty are beginning to experiment with new ways of scheduling 3-credit courses: weekend seminars, intensive three-week January courses, summer sessions, monthly group sessions supplemented by individual and small-group tutorials, etc. More such flexibility is needed, if off-campus professional populations are to be adequately served.

We have also urged the School of Education to adopt an "off-campus site" program, whereby sites located in different regions of the state (Boston, Southeastern Massachusetts, Worcester, Pittsfield) could each have a staff person to coordinate a variety of course offerings to accommodate field-based professional development across a number of programs. For example, basic courses in teaching effectiveness, collective bargaining, finance, developmental theory, and other topics might be of interest to students in more than one program. Increased use of qualified adjunct faculty, as well as concrete incentives for regular faculty to work off campus, would be needed.

Such a program would not only strengthen the quality of the second-year range of offerings, it would also pave the way for more faculty-student contact, and the easier formation of doctoral committees. Such an effort would both represent and require a wholehearted institutional commitment to field-based professional development at the graduate level, including the doctoral level.

Field-Based Courses

Educ P617 — Law and Higher Education — Prof. David Schimmel (spring 1979, fall 1980, spring 1981)

Educ P756 — Graduate Seminar in Future Studies — Prof. Peter Wagschal (spring 1979, fall 1979, spring 1980, fall 1980, spring 1981)

Educ P758 — School Personnel Administration — Prof. Harvey Scribner (spring 1979, spring 1980, fall 1981, spring 1982)

Educ P690T — Systems Management — Prof. G. Ernest Anderson, (spring 1979)

Educ P615B — Community College Research Base — Profs. William Lauroesch and Mary Quilling (spring 1979)

Educ P691Q — Faculty Development in Higher Education — Profs. Jack Hruska and Sheryl Riechmann (spring 1979)
 Educ I590S — Computer Literacy for Educators — Prof. H. A. Peelle (fall 1979)
 Educ P750 — Organizational Behavior in Higher Education — Prof. Sheryl Riechmann (fall 1979)
 Educ I791N — Critical Issues in Community College Teaching — Profs. Earl Seidman and Pat Sullivan (fall 1979, fall 1980)
 Educ P751 — Individual Alienation and Higher Education — Prof. Jack Hruska (fall 1979, fall 1980, fall 1981)
 Educ P861 — Case Studies in Educational Administration — Prof. Arthur W. Eve (fall 1979)
 Educ P791H — Seminar in Foundations of Higher Education — Prof. Jack Hruska (fall 1979, spring 1980, fall 1980, fall 1981)
 Educ P615C — Workshop in Education: Current Issues and Innovative Practices in Student Personnel Services — Prof. Dennis Madson (spring 1980)
 Educ P691L — The Adult Learner — Prof. Marjorie Schiller (spring 1980, spring 1981, fall 1981, spring 1982)
 Labor 697A — Collective Bargaining in Higher Education — Prof. Harvey Friedman (spring 1980)
 Educ H742 — Problem-Solving Methods for Educational Consultants — Prof. Sheryl Riechmann (spring 1980)
 Educ P778 — Higher Education Management Systems: Computer Literacy for Administrators — Prof. G. Ernest Anderson, (spring 1980)
 Educ P791K — Improving College Teaching — Profs. Jack Hruska and Sheryl Riechmann (spring 1980, spring 1982)
 Educ P615D — Workshop in Education: Peers as Teaching Consultants — Prof. Libby Klemer (fall 1980)
 Educ H631 — Laboratory for Counseling Skills — Prof. Libby Klemer (spring 1981)
 Educ P791M — Learning Theory for College Teachers and Staff Developers — Prof. Jack Hruska (spring 1981, spring 1982, fall 1982)
 Educ P805 — Needs Analysis Methodology — Prof. Thomas Hutchinson (spring 1982)
 Educ I872 — Supervision as a Helping Re-

lationship — Prof. R. Mason Bunker (fall 1982, spring 1983)

Educ P750 — The University: An Organizational Analysis — Prof. William Lauroesch (fall 1982)

Educ P603 — Introduction to Research for Non-Research Majors — Prof. William Wolf (fall 1982, spring 1983)

Educ P702 — Research in Occupational Education — Prof. Kenneth Ertel (spring 1983)

The Third Year

Students are encouraged to complete all coursework by the first semester of their third year, and to use the individualized study format to pursue research related to their comprehensive examination and dissertation. Their further doctoral process is hardly different from that of on-campus students; although they must contend with busy careers and transportation difficulties, they must meet the same requirements as any other graduate student. Recently, the University's Graduate School recognized the unique situation of students in our program by granting them an across-the-board six-year statute of limitations (as opposed to the usual four years).

To date, the Field-Based Doctoral Program for Community College Personnel boasts 18 graduates, with additional students nearing completion.

The Mini-Sabbatical

Since spring 1981, we have worked with other field-based programs in the School of Education, under the coordination of Clement Seldin, Director of Field-Based Professional Development, to host a "mini-sabbatical," inviting all our off-campus students to come to campus for a weekend of seminars, workshops, and informal mingling with faculty.

The mini-sabbatical is divided into "program-specific" activities, and activities of interest to all off-campus graduate students in the School of Education. Students have an opportunity to get to know faculty who might serve on a doctoral committee, to learn to make full use of University resources, especially information resources, and to listen to nationally-known educational pioneers.

I think it made an impact not only on my teaching, but also on the teaching within the division, because I became more conscious of certain effective teaching criteria. I think that makes me a better supervisor, and a better administrator of faculty.

Carole Cowan, Chairperson, Business Administration and Office Education, Middlesex Community College

Results of the Survey

Finances

According to the policy of the Board of Regents, community college employees are entitled to waivers of tuition. In the program's early days, students were assessed a \$33 off-campus fee, as well as a "travel fee" determined on the basis of the particular courses in which a student was enrolled. As the program grew, this system not only became unwieldy, but the program itself developed expenses (phone, staff needs, subscriptions, etc.) intended to help serve all students better.

At that time, a new system was created, in coordination with the School of Education and the Division of Continuing Education, which centralized and standardized the special fees charged to all field-based students, to cover such programmatic costs. The fees, like tuition, are pegged to the number of credits taken, up to a certain maximum. The Educational Policy, Research, and Administration Division of the School of Education, to which the Program belongs, still contributes to its budget in the area of phone and graduate assistantship costs.

I can't say too much about what the program has meant to me. I think I never would have gone for a doctorate if there hadn't been this field-based program. I'm too old to commute from Cape Cod to Boston one or two nights a week. I'd already done it for twenty years and was kind of burned out at that kind of thing.

Jean Souther, Associate Professor of Accounting, Cape Cod Community College

A Survey of Students in Field-Based Doctoral Program for Community College Personnel

A questionnaire was sent to 107 students and graduates of the program. Of these, eight had not been active in the program for some time, having left education for industry, or having dropped out soon after the program's inception. We did not expect responses from this group, and did not receive any. Of the 99 students from whom responses were expected, 88 responded in time to be included in the tabulation of the results. (An additional four responses arrived subsequently.) These results therefore represent a response rate of 88.8%. (Where percentages do not total 100%, responses were incomplete.)

—49% were female; 51% were male.

—ages ranged from 27 to 62 years.

—93.8% were White; 3.7% were Black; 2% were Hispanic.

—Highest degrees attained ranged from B.A. through Ph.D.

—34% were faculty; 5% were counselors; 1% were librarians; 41% were administrators.

—Areas of specialization covered practically every field.

—Of the faculty, 20% held the rank of Professor; 12%, Associate Professor; 8%, Assistant Professor; 2%, Instructor.

—34.6% had been at their current college for fewer than 10 years; 21% for exactly 10 years, and 41.9% for more than 10 years.

—38% had held their current job for four years or less; 38.3%, 5-9 years; 23.5%, 10-14 years; 3.6%, 15-20 years.

—34% had worked in elementary or secondary education before teaching in a community college; 22% had worked at a four-year college or university

—38.3% had completed their comprehensive examination; 31% had completed their dissertation proposal.

—Students heard about the program in various ways: through a colleague (39.7%); through Dir. Rahaim (32.1%); through college memo (11.5%); through a friend (7.7%); through a "contact person" for our program on that campus (2.6%); through the newspaper (1.6%); through a

mailing (1.3%).

—Students applied to the program for various reasons: the nontraditional format (4.9%); professional development (29.6%); to obtain the degree (25.9%); the low cost (18.5%); personal development (16%); the convenience (13.5%); the fulfillment of other interests or needs (12.5%).

—Students entered the program with 3 to 17 colleagues from their college.

—75.6% felt that being in the program increased the number of working relationships they had with these colleagues.

—78.9% felt that being in the program had increased the quality of these relationships.

—85.2% felt that the first-year courses were useful to them in their work towards their degree (54.3% "extremely"; 30.9% "somewhat").

—82.7% felt that these courses were useful in their professional work (40.7% "extremely"; 42% "somewhat").

—64.2% found the first-year course format "extremely convenient" (16% "somewhat"); 57.5% found the time "extremely convenient" (18.8% "somewhat"); 41% found the location "extremely convenient" (23.1% "somewhat").

—To get courses they needed, 57.9% found it "not at all difficult"; 34.2% "moderately difficult"; 6.6% "very difficult."

—To find guidance and dissertation committee members, 33.8% found it "not at all difficult"; 34.2% "moderately difficult"; 18.3% "very difficult."

—Students who found it difficult to find committee members attributed this to their distance from campus (24.1%), lack of communication with faculty (14.8%), the workload of faculty (9.3%), and the faculty's lack of interest (5.6%).

—72.5% felt that the School of Education's policy of allowing each student to design his or her own program worked well for them; 16.2% would have liked more structure.

—Students were asked to rate various aspects of their program experience on a scale of 1 to 5, 5 being the highest rating. Aspects of the program receiving the greatest number of "5" ratings were:

First-year courses (44.3%), Advising (40.3%), Relationship with Guidance Committee (42.3%), Relationship with Dissertation Committee (39.3%), and Administration of Doctoral Program (38.5%). Aspects receiving the lowest number of "5" ratings were: University administration (8.7%), and School of Education administration (15.9%).

—Students were asked to assess the impact of the program on 34 different aspects of their educational and professional lives. The aspects upon which the program had a positive impact for the greatest number of students were: Ability to Grasp Community College Issues: 93.5% (Strong-76.2/Moderate-17.3); Understanding Your College: 90.1% (48.1/42), and Personal Enrichment: 97.5% (80.2/-17.3). Lowest positive impact was obtained for: Satisfaction with Your Institution (51.2%) and Career Advancement (55%). Other key positive impacts were obtained for the following aspects: Ability to Make Changes in Your Institution (71.6%), Sensitivity to Student Needs (79%), Productive Relationships with Colleagues (81.5%), Sense of Community/Shared Purposes and Interests (82.2%), Understanding the Process of Learning (83.7%), Ability to Think Critically (80%), and Reading of Books in Your Field of Specialization (87.6%).

—Students were asked to add any comments regarding the impact of the program on them. The things they said fell generally into the following categories:

Impact of whole program on college greater than sum of parts

Brought together people across institutions to communicate

Its accessibility is important

University needs to be open when students are free

Mini-sabbatical should be held earlier in semester

Impact on ability to communicate community college mission

Pre-registration should be allowed for off-campus students

First graduate program that treated me like an adult

Program saved me from burn out

I gained courage

Course surpassed my expectations

Great guest speakers and seminars

I think we're playing more of a role in governance in terms of what goes on campus-wide. And that comes from the program. Before the program, I really looked at my job and looked at the college from the perspective of my job only. And that's changed. . . . I've become more involved in terms of the campus as a whole, and community colleges as a whole.

Dana Mohler-Faria, Director of Financial Aid, Cape Cod Community College

I only have about eight or ten years to teach before I retire, so I really wanted to come into the program for my own self-fulfillment — to improve. . . . My background is not in a school of education. I never had a course in learning styles or how people learn or that sort of thing. I just knew how I learned, but not everyone is like me. . . . So really, I think I got into it to improve my teaching effectiveness and maybe to maintain my role among the peers and with administration . . . I felt it could make me a more valuable leader and contributor.

Jean Souther, Associate Professor of Accounting, Cape Cod Community College

The "buddy system" between colleagues at the same college was important/enjoyed camaraderie of group

Learned a great deal from classes

—36.8% discussed their program experiences with more than 15 colleagues at their college (19.7% discussed them with 11-15 colleagues; 21.1% with 6-10 colleagues; 10.5% with 1-5 colleagues).

—78% said they would recommend that a friend or colleague get involved in the program (55.7% recommended it "highly"). An additional 15.2% would recommend it "with qualifications."

—The distance from the University, and the difficulty in meeting faculty members with an eye to committee formation, were signaled by students as being the "main problems" with the program. However, fewer than 15% listed these problems.

—Students were given space to recommend changes in the program. They suggested:

More variety of off-campus courses
Better timing and content of mini-sabbatical

Earlier specialization and advising
More opportunities to meet potential committee members

More University support for the program

A "mentor" system (between beginning and advanced students)

More convenient course locations
More specific requirements

—Students were asked about specific changes they had made in their teaching, administration, or relationships with students or colleagues, that they attributed to the program. They suggested:

Improved teaching through better understanding of community college goals and student needs

Teach to fit student needs
More empathy with students
Better administrative skills
Classes better structured/organized
More confidence

Better communication with colleagues

Facilitate my own learning process
I take on more responsibility
I'm better prepared/organized

I'm able to discuss legal aspects of community colleges

Graduates and Their Dissertation Topics

Dorothea Alexander. "Analysis of Perceived Role, Preparation, Needs and Their Implications for Staff Development of Division Chairpersons at Massachusetts Community Colleges."

Robert Baker. "A New Paradigm for Academic Leadership in an Emerging New Age."

Michael Brookes. "Generativity, Stuckness, and Insulation: Community College Faculty in Massachusetts."

Sr. Marita Callahan. "The Relationship between Knowledge of Stress Theory and Management of Stress as Reflected in Sources and Symptoms of Stress and in Academic Performance in Associate Degree Nursing Students."

Evelyn Clements. "A Study of the Relationship between Intrinsic and Extrinsic Variables and Job Satisfaction among Student Personnel Workers in Community Colleges."

Mary Cullen. "An Investigation into the Cognitive Styles of Community College Students and the Effects of Instructional Treatment on their Mathematics Achievement."

Rodney Dube. "A Peer Counseling Program that Helps Full-Time Students to Improve Their Academic Survival: A Pilot Study at Holyoke Community College."

Helen Field. "Stuckness and Generativity in Mid-level Faculty in the Massachusetts System of Community Colleges."

John Gaboury. "A Feasibility Study for a Regional Co-operative System to Meet the Needs for Media Services in Massachusetts' Northeastern Community Colleges."

Theresa Howard. "A Faculty Perspective of the Role of the Community Colleges in Massachusetts Public Higher Education."

Vincent Ialenti. "A Study of the Role of Massachusetts Community College Faculty in Institutional Image-Building."

Thomas Malloy. "An Exploration into the Effectiveness of Local History as an Educational Tool for the Community College American History Teacher."

Steven Maradian. "A Delphi Study to Determine Proficiency for Continuing Education and Community Service Administrators in Massachusetts Regional Community Colleges."

Martin McGlynn. "Differences in Self-Concept in Learning-Disabled Versus

Summary: Outcomes and the Future

Non-Learning-Disabled Adults."

Carole Cowan. "A Study of Faculty Perceptions of Selected Morale Variables."

Raymond O'Connor. "The Use of Communication Skills in the Community College Classroom."

James Pasquini. "Reorganization of Public Higher Education in Massachusetts: Prelegislation Opinion on Select Issues by State Legislators, Segmental Boards of Trustees, Special Commission Staff, Faculty, and Administrators Compared with Actual Legislation."

Mary Anne Self. "A Study of the Effect of Field-Dependence/Independence on Students Ratings of Faculty at the Community College Level."

Kendall Way. "Cerebral Lateralization and Its Relation to Academic Variables in a Community College Population."

Evidence for the following outcomes is drawn from a variety of sources: faculty and student observation, results of a questionnaire survey, in-depth interviews with students, general program statistics, and student work.

1. Establishment of a network of communications between the 15 community colleges and the University.
2. Initial development of a research data base on community colleges through student comprehensive examination papers and dissertations.
3. Infusing the 133 people who have taken part in this program with a fuller understanding of the history and mission of the community college.
4. Initial development of an archive of community college histories.
5. Heavy contribution to the articulation of nursing curricula at the community colleges, and to its relationship to the University's nursing curriculum.
6. Development by students in the program of a common knowledge base, including:
 - a. History, philosophy, and mission of the community college.
 - b. Student characteristics at community colleges.
 - c. Adult development theory and its implications for learning.
 - d. Learning and cognitive styles.
 - e. Functions and characteristics of community colleges.
 - f. Collective bargaining and its effect on the teaching/learning environment.
 - g. Technological literacy
 - h. The budget process
 - i. Political realities in Massachusetts.

The program has been exceptionally successful as evidenced by the student questionnaire results, the extraordinary completion rate, and the low withdrawal rate. However, a program of this scope and nature cannot grow and continue to be effective without institutional support in the way of geographical sites throughout the state and rewards for faculty who expend the extra effort to serve distant learners.

Through this program, I've come to understand that we need to develop programs at our college — not necessarily degree or certificate programs — but programs to deal with some of those problems that are facing those elderly people on Cape Cod. And right now, we do not offer very much to them. It's kind of give and take, because I think we need to provide for some of the community's needs that we are capable of providing, and we also need to use that community as a resource.

Dana Mohler-Faria, Director of Financial Aid,
Cape Cod Community College

Appendices

As a result of the program, and my exposure to the research involved in the dissertation process, I see now that my interests have broadened tremendously, in the sense that I would like to play a greater part in institutional research. Teaching is still my major role here, but my eyes really have been opened to things that I have observed from twenty years of teaching in community colleges, and I'm trying now to see if I can put some pieces together and look at them in a controlled way.

Mary Anne Self, Professor of Biology,
Bunker Hill Community College

Roster of Students in the Program — By College

***Program Graduate**

Berkshire

- Michael Brookes* — (former) Acting Dean of Faculty
John J. Doscher — Director of Counseling
Richard Gerlach — Director of Admissions
Gary Lamoureux — Assistant Dean of Student Services
Phyllis Lord — Chairperson, Division of Nursing
Gustave Nelson — Professor/Department Chairperson, Behavioral Sciences
James Pasquini* — Assistant Dean of Administrative Services
Kendall Way* — Professor, Behavioral Sciences

Bristol

- Melissa Baron-Cyr — Coordinator of Student Activities
David Feeney — Assistant Professor/Chairperson, Division of Behavioral/Social Sciences
Paulette Howarth — Assistant Professor, Medical Laboratory Technology
Marie Marshall — Assistant Professor, Nursing
Natalie Martin — Assistant Professor, Nursing
Frank Noble — Director of Admissions
Eileen St. Martin — Counselor
Kevin Shea — Counselor

Bunker Hill

- Jan Bonano — Coordinator, Learning Center
Shirley Cassara — Assistant Professor, Behavioral Sciences
Martin McGlynn* — Counselor
Joan McGowan — Associate Professor/Division Chairperson, Mathematics & Physics
Charles Self — Professor/Department Chairperson, Biology
Mary Anne Self* — Professor, Biology
Betty Tenore — Professor/Director, Learning Center

Cape Cod

- Mary Anderson — Assistant Professor, Nursing
Shirley Conley — Assistant Professor, Secretarial Science
John Knight — (former) Associate Professor, Restaurant/Travel/Hotel

- Dana Mohler-Faria — Director, Financial Aid
Harold Smith — Associate Professor, Business Technologies
Jean Souther — Associate Professor, Accounting

Greenfield

- Federico Agnir — Assistant Professor, Humanities
Thomas Boisvert — Assistant Coordinator, Audio-Visual Technical Services
Linda Cavanaugh — Instructor, Mathematics
Lawrence Dean — Director, Financial Aid
David Ellenbogen — Instructor, Mathematics
Norma T. Hillier — Assistant Librarian
Robert Keir — Director of Continuing Education
Robert Tracy — Coordinator, Audio-Visual Technical Services
Anne Wiley — Chairperson, Division of Behavioral Sciences
Richard Wizansky — Instructor, Pioneer Valley Studies

Holyoke

- David M. Bartley — President
Claire Bouley — Professor/Cordinator, Learning Assistance Program
Sr. Marita Callahan* — Professor, Nursing
Rodney Dube* — Associate Professor, Psychology
Helen Field* — Assistant Professor/Division Chairperson, Social Sciences
Daniel Fitzgerald — Assistant Professor, Mathematics
George Heisey — Assistant Professor, History
Theresa Howard* — Associate Professor, Secretarial Science
Raymond O'Connor* — Associate Professor, Psychology
William O'Meara — Director of Placement
Gloria Rembert — Assistant Professor, Secretarial Science
Oskar Sassian — Professor, Mathematics
William Sullivan — Guidance Counseling
Marylou Thielman — Assistant Professor, Early Childhood Education
Janet Vadnais — Professor/Director of Nursing

Massachusetts Bay

- Doris Duggan — (former) Coordinator of

Audio-Visual Services, Learning Resource Center
 Maxine Elmont — Professor, Behavioral Sciences
 Robert Greenblatt — Professor, History and Government

Massasoit

Faye Berzon — Professor, Nursing
 Robert Bowers — Instructor, English
 Mary Jane Daly — Professor, Nursing
 David Hirschy — Assistant Professor, Nursing
 Nancy Lacey — Instructor, Nursing
 Rebecca Shipman — Chairperson, Human Resources

Middlesex

Evelyn Clements* — Counselor
 Margaret Cormier — Assistant Professor, Business
 Janet Dillon — Associate Professor, Business Administration and Office Education
 Leah Knowlton — Professor/Chairperson, Division of Collegiate Studies
 Arthur Lavigne — Associate Professor, Mathematics/Science Technology
 Carole Cowan* — Assistant Professor/Chairperson, Business Administration and Office Education

Mount Wachusett

Joel Anderson — (former) Assistant Professor, Media
 Ronald Burba — Associate Professor, Mathematics
 Raymond Coleman — Professor, Psychology
 Mary Cullen* — Professor, Mathematics
 Theodore Filteau — Professor, Biology
 David Halvorsen — Assistant Dean of Students
 Frank Hirons — Director, Media Services
 Vincent Ialenti* — Associate Professor, Media Services
 Armand Landry — Registrar
 Barbara Landry — Counselor
 Thomas Malloy* — Associate Professor, History
 Kenneth Marisseau — Professor, English
 Linda Oldach — Librarian
 Peter Trainor — Professor, Human Services/Social Sciences
 Clement Trudeau — Associate Professor, French/Business

Northern Essex

Paul Bevilacqua — Chairperson, Division

of Human Services/Health Professions
 Elizabeth Cole — Director of Admissions
 Joseph Goldsmith — (former) Director of Student Activities
 Thelma Halberstadt — Associate Professor, Nursing
 Chester Hawrylcw — Chairperson, Division of Humanities/Communication
 Richard Pastor — Director of Financial Aid/Veterans Affairs
 Wendy Schaffer — Director of Development

North Shore

Dorothea Alexander* — Chairperson, Division of Business Science
 Robert Baker* — Chairperson, Division of Humanities/Social Sciences
 Frank Brandao — (former) Counselor
 John Gaboury* — Director of Learning Resource Center
 Anita Kaplan — Coordinator, Academic Skills Center
 Steven Maradian* — (former) Director of Community Services
 Alegria Montero — Counselor
 Jennifer Rich — Associate Professor, Business
 Richard St. Pierre — (former) Coordinator, Learning Resource Center
 David Wharton — Director, Lynn Center Campus

Quinsigamond

James Brown — Professor, Developmental Studies
 Paul Chamberlin — Professor, Biology
 Paul Connell — Associate Professor, English
 Rev. Ronald Debitetto — (former) Campus Minister
 Sandra Slack-Olson — Associate Professor, Dental Hygiene
 Michael Vallante — Associate Professor, Social Sciences

Roxbury

Monica Bond — Director, Learning Resource Center

Springfield Technical

Mary Bennett — Professor, Department Chairperson, Human Services/Gerontology
 Edith Bugbee — Assistant Professor/Chairperson, Art
 Elizabeth Burke — Assistant Professor/Chairperson, Physical Therapy Assistant Program

When you're in a faculty slot, you get caught up with teaching and the problems associated with the faculty, and you forget the problems that the professional staff in other aspects of the college have to deal with. Being in the program has really helped to bring that into perspective. I'm more conscious of the problems that counselors have to face, having been associated with them in course work. The same goes for administrators and those at the mid-management level. I think the program has helped me definitely to get more insight into the roles played by non-faculty.

Mary Anne Self, Professor of Biology,
 Bunker Hill Community College

The program gave me the confidence to recognize that I can make a difference and I can follow through on something. I can make it work. And I think other people feel that, too. So I think that makes a big difference — just the level of confidence that I have, myself. And I think that sometimes shows through to people around you.

Carole Cowan, Chairperson, Business Administration and Office Education, Middlesex Community College

Gail Carberry — Director of Grants Development
 Mary Delaney — Associate Professor, Nursing
 Richard Duzniewski — Instructor, Graphic Arts Technology
 Kent Goodchild — Career Counselor
 Rena Johnson — Assistant Professor, Nursing
 Richard Kasunick — Instructor, Human Services Associate Program
 Virginia Kerr — Coordinator, Liberal Arts Transfer Program
 Edwina Kirby — Assistant Professor, Office Systems/Secretarial Careers
 George Leslie — Assistant Professor, Biological Sciences
 Beverly McCarthy — Associate Professor/Chairperson, Office Systems/Secretarial Careers
 Joan Millett — Professor, Nursing
 Eileen Neville — Division Chairperson, Nursing
 Marjorie O'Donnell — Assistant Professor, Office Systems/Secretarial Careers
 Andrew Scibelli — Professor, Biological Sciences
 Josephine Sears — Instructor, Nursing
 William Winsper — Instructor/Department Chairperson, Developmental English
 Vincent Yacovone — Director of Instructional Media, Production Center

Staff Profiles

Charlotte Rahaim, Director, conceived, developed, implemented, and is now evaluating the Field-Based Doctoral Program for Community College Personnel in Massachusetts.

She received a Kellogg Fellowship to study Community College Administration at Teachers College, Columbia University, in the mid-'60s, and has been committed to community college education ever since.

"Community colleges are the only egalitarian segment of higher education, providing access to people who have been previously excluded."

She has held positions in counseling, teaching, and administration at all levels of education over the past 26 years. She recently received the William Cosby School of Education Alumni Award for state service.

Neal Norris was the first coordinator of the program, and as such he had an important impact upon its development. He earned his Ed.D. degree from the School of Education's Future Studies Program in 1981, and is currently Director of Curriculum Development for the Reading Area Community College in Reading, Pennsylvania.

Nathaniel Needle was the coordinator of the Program for three years, from January 1980 to December 1982. Since that time, he has worked to organize the Program's self-evaluation.

Nat is a doctoral candidate in the School of Education, focusing on adolescent moral development. Before coming to the Program, he directed a young people's theater and taught in France on a Fulbright program.

He is presently working to establish an independent secondary school in the town of New Salem, Mass., where he lives.

Charles Harnes, the current coordinator of the Program, has designed, taught in, and administered non-formal education programs in the U.S. and the Third World. He has designed and implemented programs for Head Start, worked as an administrator in a worker-managed enterprise, and done staff development and training for the civil service in Botswana.

Chuck is presently a doctoral candidate at the Center for International Education at the University of Massachusetts, focusing on project design, management, and in-service training.

Julie Melrose's various professions include teaching, community organizing, collecting oral histories, and covering women's issues for national and local publications. A 1979 graduate of the University of Massachusetts Women's Studies Program, she currently acts out her strong commitment to create interdisciplinary education by providing support services to the Program.

The Survey Instrument

School of Education
Field-Based Doctoral Program for Community College Personnel
Evaluation Questionnaire

- 1) Sex: _____ Female _____ Male
- 2) Age: _____
- 3) Race: _____ Black _____ White, non-hispanic _____ Hispanic _____ Other (specify) _____
- 4) Highest degree attained _____ Year awarded _____
- 5) Job Title _____
- 6) Area of Specialization _____
- 7) Rank (if faculty) _____
- 8) Counting the current academic year as one year, how many years have you been:
 - a) at your current institution? _____
 - b) in your current position? _____
 - c) working in education at each of the following levels:
 K-6 _____ Community College _____ University _____
 7-12 _____ 4-yr. College _____
- 9) What was the last form that you filed? _____
- 10) Have you completed your comprehensive exams? _____ yes _____ no
- 11) Have you completed your dissertation proposal? _____ yes _____ no
- 12) Although a great deal of time may have passed, try to answer the following questions:
 - a) how did you hear about the program? _____
 - b) why did you apply to this program? _____
 - c) how many others for your college entered with you? _____
 - d) As a result of being in the program with these people:
 - 1) how has the number of these people with whom you have a working relationship been affected?
 _____ Decreased _____ No change _____ Up 0 to 50% _____ Up 50 to 100%
 _____ Up more than 100%
 - 2) how has the quality of these relationships generally been affected?
 _____ Greatly decreased _____ Slightly decreased _____ No change
 _____ Slight improvement _____ Great improvement
- 13) Of the courses that were offered the first year, to what degree were they useful in:

	extremely useful	somewhat useful	not very useful	somewhat useless	extremely useless
a) work toward your degree	_____	_____	_____	_____	_____
b) professional work	_____	_____	_____	_____	_____
- 14) Of the courses that were offered the first year, how convenient is the:

	extremely inconvenient	somewhat inconvenient	neither convenient nor convenient	somewhat convenient	extremely convenient
a) format:	_____	_____	_____	_____	_____
b) time:	_____	_____	_____	_____	_____
c) location:	_____	_____	_____	_____	_____

15) In your second year of the program, how difficult was it to:

	very difficult	moderately difficult	not at all difficult
a) get courses that you needed _____			
b) find committee members _____			

16) If you found it difficult to find people to serve on committees, what would you attribute it to? _____

17) The policy of the School of Education is for each student to create his/her own program. Did you find this format to suit your needs or would more structure have been more helpful?

_____ format works well
_____ more structure would have been more helpful

18) Rate the following aspects of the program on a scale of 1 to 5, with 1 being the low point, 3 being the middle point and 5 being the high point:

_____ 1st year courses	_____ School of Ed. Administration
_____ Other field-based courses	_____ Relationship with guidance/comps committee
_____ Advising	_____ Relationship with dissertation committee
_____ Program Administration	_____ On-campus "mini-sabbaticals"
_____ University Administration	_____ Dissertation process in general

19) Please assess the impact of the program on the following aspects of your professional experience by circling the key that corresponds to the following choices: SN-strongly negative MN-moderately negative NI-no impact MP-moderately positive SP-strongly positive NA-not applicable

Career advancement	SN	MN	NI	MP	SP	NA
Staff morale	SN	MN	NI	MP	SP	NA
Classroom performance	SN	MN	NI	MP	SP	NA
Organization	SN	MN	NI	MP	SP	NA
Time management	SN	MN	NI	MP	SP	NA
Sensitivity to student needs	SN	MN	NI	MP	SP	NA
Ability to grasp community college issues	SN	MN	NI	MP	SP	NA
Ability to make changes in your institution	SN	MN	NI	MP	SP	NA
Satisfaction with the institution	SN	MN	NI	MP	SP	NA
Relationship with students	SN	MN	NI	MP	SP	NA
Personal enrichment	SN	MN	NI	MP	SP	NA
Recognition as a leader	SN	MN	NI	MP	SP	NA
Respect from your colleagues	SN	MN	NI	MP	SP	NA
Visibility at the institution	SN	MN	NI	MP	SP	NA
Understanding the institution	SN	MN	NI	MP	SP	NA

Understanding faculty work	SN	MN	NI	MP	SP	NA
Understanding of administrator's work	SN	MN	NI	MP	SP	NA
Contact with administrators	SN	MN	NI	MP	SP	NA
Contact with faculty in other parts of the institution	SN	MN	NI	MP	SP	NA
Productive relationships with colleagues	SN	MN	NI	MP	SP	NA
Quality of academic education a student receives	SN	MN	NI	MP	SP	NA
Understanding non-academic aspects of student life	SN	MN	NI	MP	SP	NA
Sense of community-a feeling of shared purposes and interests	SN	MN	NI	MP	SP	NA
Attendance at conferences or workshops concerned specifically with effective education	SN	MN	NI	MP	SP	NA
Understanding your role as teacher	SN	MN	NI	MP	SP	NA
Understanding the process of learning	SN	MN	NI	MP	SP	NA
Achievement of consonance between your values and those of the institution	SN	MN	NI	MP	SP	NA
Writing ability	SN	MN	NI	MP	SP	NA
Ability to think critically	SN	MN	NI	MP	SP	NA
Reading of articles in your field of specialization	SN	MN	NI	MP	SP	NA
Reading of books in your field of specialization	SN	MN	NI	MP	SP	NA
Making major revisions in your courses	SN	MN	NI	MP	SP	NA
Submitting articles for publication in your field of specialization	SN	MN	NI	MP	SP	NA
If you are not a teacher, making major revisions in a procedure that you use	SN	MN	NI	MP	SP	NA

If there are any other factors that you would like to add that were not on the previous list or if you have any comments that you would like to make about something that was on the list please feel free to do so in the space provided.

20) With how many of your colleagues at your institution have you discussed your experience in the Off-Campus Program? _____

21) To what degree would you recommend that a friend or colleague get involved in the Off-Campus Program?

____would not recommend ____recommend with qualification ____recommend
____recommend highly

22) In which of the following ways have your colleagues reacted to your participation in the program? ____suspicion ____criticism ____curiosity ____interest ____support

23) What is the most important thing or things you have gained from being in this program? _____

24) What do you think the main problem with this program is? _____

25) What changes would you make to the program so that it would improve the services to future participants? _____

26) What changes have you made in your teaching, administration or relationships with students and colleagues, that you attribute to your participation in the program?

27) Would you be willing to be interviewed in depth about the program? ____yes ____no

28) Would you be willing to have your division chair or dean be interviewed about the impact of the program on your performance? ____yes ____no